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ABSTRACT

Developed in celebration of the 100th anniversary of the Broadway theater, this guide provides activities that encourage middle, junior, and senior high school students to use newspapers to answer questions about 22 plays. Detailed lesson plans are included for three Broadway hits: "Cats," "Les Miserables," and "Jelly's Last Jam." Abridged lesson plans are provided for 19 other plays, including "Camelot," "Lost in Yonkers," "The Sisters Rosensweig," "Tommy," and "Guys and Dolls." The guide also offers background information about the theater-newspaper connection and the history of Broadway, as well as suggestions about how to use the guide and sections on theater jargon and bibliographic resources. (NKA)

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Celebrate Theatre!

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"...theatres and newspapers are more important than ever because both are places where the individual voice has a home"

Wendy Wasserstein
Pulitzer Prize-winning playwright

CS508443

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Celebrate Theatre Angels

On Broadway, an "angel" is someone who invests in a theatrical production. This curriculum guide, *Celebrate Theatre* has angels, too. The project, which is part of the *Celebrate Broadway: 100 Years in Times Square* program, has been underwritten and supported by two sponsors dedicated to educating American students about theatre and newspapers.

The League of American Theatres and Producers

The League of American Theatres and Producers Inc. is the national trade association for the commercial theatre industry. The League's membership consists of producers of Broadway and touring theatrical productions, theatre owner and operators and presenters of Broadway attractions in New York and in more than 85 major cities around the United States and Canada. Its overall mission is to promote the common interests of its members, provide services for the industry and broaden the audience for professional theatre.

The League's services include labor relations and contract negotiations with 17 theatrical trade unions and guilds, marketing, public relations and research. The organization supports many industry education programs such as the Association of Theatrical Press Agents and Managers Apprenticeship Program, the Commercial Theatre Institute and the International Theatre Institute, as well as administrates important audience development programs including the Broadway Alliance and Drama Enrichment Program with the New York City Board of Education. The League and the American Theatre Wing jointly administer the presentation and production of the annual Antoinette Perry (Tony) Awards® for excellence in the theatre.

Newspaper Association of America Foundation

The Newspaper Association of America represents more than 1,250 newspapers, accounting for more than 85 percent of the daily newspaper circulation in the United States as well as considerable circulation in Canada and in other countries around the world. The NAA Foundation is the educational and charitable arm of the NAA. It encourages in the broadest and most liberal manner the advancement of freedom of speech and of the press in the United States.

America's newspaper people care deeply about children — about their future as citizens and as newspaper readers. Newspaper people know the business they work in and the society they live in will remain healthy only if today's youngsters learn to read, think and be curious about what's going on in the world around them. More than 700 newspapers across the United States and Canada sponsor Newspaper in Education (NIE) programs. To find out more about NIE, call your local newspaper.

NAA Foundation has four objectives:

- Develop informed and intelligent newspaper readers
- Enhance minority opportunities in newspapering
- Develop and strengthen public understanding of a free press
- Advance the professionalism in the press

Under the first objective, the NAA Foundation has been methodically building a bold program that is making an impact on youngsters' reading skills — the NIE program brings daily newspapers into schools to help teach a wide array of subjects from grammar to geography, from social studies to science.

The NIE program is a logical marriage of the local school system and the local newspaper to develop present and future readers — two institutions working together to stimulate youngsters to read and learn.

The Newspaper Association of America Foundation and The League of American Theatres and Producers gratefully acknowledge the following individuals and companies for their support of Celebrate Theatre.

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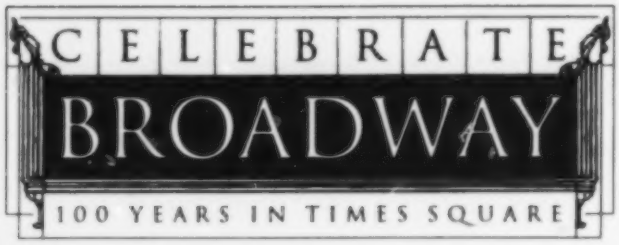


On May 23, 1893, the American Theatre opened on Eighth Avenue between 41st and 42nd Streets in New York City, establishing what was to become the Broadway theatre district. One hundred years later, The League of American Theatres and Producers, the theatrical unions, and others involved in the theatre industry are united to celebrate the anniversary of the beginning of the Times Square Theatre District.

The spectacular year-long commemoration was inaugurated on national television on June 6, 1993, at the Tony® Awards, the commercial theatre industries annual awards presentation to honor excellence on Broadway. The centennial traces the evolution of Broadway from its earliest beginnings to the global industry it has become today and spotlights the many exciting shows that are being presented around the country. *Celebrate Broadway: 100 Years in Times Square* events include free public concerts, exhibits and a variety of fund-raising efforts to establish the *Celebrate Broadway Preservation Fund* dedicated to the collection, preservation and exhibition of theatrical artifacts.

Bringing theatre to new audiences and making the live theatre experience a vital part of our culture is a major part of this centennial year. As Gary Smith, award-winning producer of the Tony Awards show said, "Broadway is as much a state of mind as a location. There are Broadways in just about every town and city in America."

The Times Square Area

The first theatres in New York City operated in lower Manhattan in the early 1700s. As the city expanded northward, new theatre districts developed. By the middle of the 19th century, many theatres operated along Broadway, Canal Street and Eighth Street. The push to the north went on to Union Square, then to Herald Square and finally arrived at Longacre Square, later called Times Square.

Prior to 1893, the area now known as Times Square was little more than a collection of apartments, churches, general stores and stables. However, theatre operators viewed this area as a land of opportunity, and after the first three theatres were built there in 1893, a tremendous 10-year building boom occurred.

From the start, Times Square attracted restaurants, hotels, businesses, theatres and visitors from around the world. In 1901, observing the glow from countless white incandescent bulbs that lit the theatre marquees and electric billboards, advertising specialist O.J. Gude dubbed Broadway "The Great White Way." On Dec. 31, 1907, the Artcraft Strauss Sign Corp. began the tradition of marking the new year by lowering a ball from the New York Times Tower at 11:59 p.m. Armistice Day was celebrated in Times Square on Nov. 11, 1918, and on Aug. 15, 1945. More than one million New Yorkers gathered there for official word of the end of World War II.

Today Times Square runs from West 40th Street to West 53rd Street between Sixth and Eighth Avenues, an area that encompasses 35 Tony-eligible Broadway theatres. The Times Square Business Improvement District sponsors a Visitor and Transit Information Center to provide information in multiple languages on entertainment, transportation and restaurants for more than 20 million visitors to the area annually.

Broadway is truly the crossroads of the world. This study guide salutes a century of legendary performers, great shows, an important profession, an enduring art form and a medium (newspapers) that enables students to learn all about the theatrical endeavors.

Overture

The Theatre-Newspaper Connection

Theatre and newspapers offer unique perspectives on our lives and the world. Newspapers give us the reality of the world. Newspapers and theatre both help us understand that reality.

Newspapers chronicle our present and our past — our peaks, our valleys, our conflicts and our reconciliations. Theatre reaches into the stream of our existence, plucks a moment in time and distills the essence of the issues of that time. Newspapers told us about the events and issues of World War II — who was fighting and where — but in 1943, the great American musical *Oklahoma!* showed us what we were fighting for. Newspapers reported the events of the Vietnam War as they unfolded, but now, two decades later, *Miss Saigon* gives its audiences on Broadway and around the country a glimpse of the human cost of such a conflict from the perspective of the 1990s.

Walk into a Broadway theatre today, and you can step into the headlines of the daily newspaper. *Falsettos* invites us to share the experience of friendship, love and family in the age of AIDS. *Kiss of the Spider Woman* reminds us that political oppression has not disappeared. And *Camelot* helps us evaluate our present values in the light of an earlier, more optimistic period in our history.

Broadway is the heart of the theatre in this country. Great plays and musicals appear on "The Great White Way" and tour across the land touching the lives of citizens in hundreds of small communities. Some great plays and musicals begin with small productions at the community or regional level and work their way up to a Broadway theatre. Today theatre reaches more individuals than ever before through the growth of community, educational and professional theatre as well as through film, video and television. Author Wendy Wasserstein says it most clearly: "Because of theatre and newspapers, communities survive. They are sources of reflection...they are the soul of the nation."

About Theatre and Newspapers

Theatre, or at least some form of dramatic activity, has been with us since the beginning of recorded time. We even have fragments of spoken plays that clearly have their roots in tribal prehistory. Since the earliest times, people have in some way imitated, or acted out, certain troublesome aspects of their existence. They used drama as a living history of tribes or communities through folk dramas and pageant plays. Drama also has been part of religious ritual. It has been part of science as people used it to try to explain and control such natural phenomena as summer and winter. Drama has taught us everything from sociology, as it demonstrates forms of acceptable and unacceptable behavior, to military tactics as it is performed in guerilla and street theatre. Finally, drama is entertainment. In its long history, the theatre has managed to touch on every aspect of people's lives. It has led to social change, and in every age, it has been as relevant as people have made it. Plays created hundreds of years ago still speak to the psychological and spiritual problems that individuals experience today.

Live theatre remains vital in this centennial year of Broadway in spite of film and television because it is a universal art form that speaks to people everywhere. Theatre remains the wellspring of our greatest writers, directors and performers. Today theatre cuts across international boundaries to explore the meaning of our existence, the humanity and efficacy of our institutions and our relationships with our deities and our fellow humans.

Theatre is a useful and exciting teaching tool. In education, theatre may take the form of student-produced plays, drama clubs, field trips to see plays, creative dramatics in or the study of theatre as literature. American school systems value the role of theatre in education. Ninety percent of Amer-

ican high schools offer students some form of exposure to theatre through classroom activities and productions, according to a study conducted by the Education Theatre Assocation in 1991. An organization or club for theatre exists at 62 percent of the nation's schools.

Schools that don't have direct access to Broadway shows or national touring companies have as much a chance to open students' eyes to the magic and relevance of theatre as those located a subway stop from Times Square. Students across America can experience the excitement of theatre through published versions of plays and musicals, film and television productions, school productions and the wonderful work being done by regional and community theatres in every part of the country.

Theatre in education is in an exciting developmental stage. It is receiving increasing recognition as an important part of the comprehensive curriculum; it is as vital, some say, as math and English. Theatre education can offer fundamental skills such as creative thinking, problem solving, communication and socialization skills that students need in their personal lives and in the workplace. Theatre can enhance delivery of lessons on literature, composition, language, history, social science, science, psychology, art and music. Sharing dramatic works is a wonderful departure point for discussion of concepts within any of these disciplines. Moreover, plays and musicals offer deeply enriching reading experiences for students. In addition to its inherent value as art and as a means of self-expression, theatre can teach about other world views, reach students at risk, develop imaginative thinking, convey subject matter and connect seemingly disparate subjects and skills through theme-based learning. Teachers can use dramatic literature, historically a powerful agent for social change, to examine sensitive social isssues including drug and alcohol abuse, multicultural education, teen suicide, sexual identity, divorce and single-parent families, teen sexuality and pregnancy, street gangs, family violence, abortion and sexually transmitted diseases.

Newspapers, too, have been an important instructional tool. Newspapers give us history as it happens. From the earliest days of our country, newspapers have recorded our lives — from major accomplishments to commonplace daily activities. It is this breadth of coverage that makes newspapers a lifelong learning tool. More than 115 million Americans read a daily newspaper. We are an information hungry people following history as it happens in 1,570 daily, 895 Sunday and 7,406 weekly newspapers.

Playwright Arthur Miller once said that "a good newspaper...is a nation talking to itself." In newspapers, we talk to one another about what is important to our country and what we care about in our personal lives. Newspapers inform us, in detail, about the actions our government is taking at home and abroad. They tell us about the latest happenings in our local communities. They also allow us to explore and understand the changes and complexities of modern life.

Today, newspapers provide information and guidance in every aspect of life. News stories report on social changes and policy decisions that will affect our future. Feature stories provide information on subjects that influence our lifestyle choices in areas such as health, finances and relationships. Editorial and opinion pages present a public forum for debating issues that confront and confound our society. Entertainment sections keeps us abreast of the arts and show us how to enhance the quality of our lives.

The newspaper is a valuable tool in theatre education. Newspaper stories report the societal concerns that frequently become the subject matter of plays. The themes in plays are reflected in real-life examples in newspapers day after day.

The newspaper can help students locate resources for theatre study. It contains news and feature stories that spotlight local high school, college and community theatrical productions as well as shows by national touring companies or on Broadway.

Newspapers provide insight into the creative process through interviews with actors, directors, music directors, production designers and others. Reviews of theatrical productions are especially helpful. They provide a synopsis of the plot, a discussion of the play's themes and an evaluation of the production itself. Reviews help readers make informed choices about where to direct their attention and their money. Newspaper advertising carries important information about performance schedules, peforming arts schools and theatrical equipment.

Newspapers show the people, the process and the production of theatre. More important, they provide this information about theatrical experiences that are accessible right now in the community.

Teaching About Theatre and Newspapers

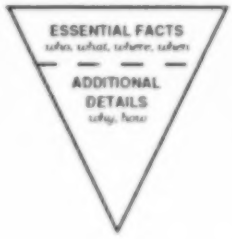
Instructional Opportunities

Newspapers provide teachers with a variety of instructional opportunities. For example:

- Students can relate current realities to topics presented in theatrical productions.
- Students can do research about the location of and performances at theatres and schools within driving distance of their home communities.
- Students can discuss who the equivalents of publisher, editor, reporter and photographer are in a play.
- News stories can serve as sources for ideas for student-written plays.

Comparing the Structures of Plays and Newspapers

News stories have their own structure. Information in hard news stories is often presented in an inverted pyramid format — the newspaper's five "w's" are usually located in the lead paragraph. Less important information appears lower in the story. The structure of plays is different, but the two share common elements. If students were to use a news story as the basis of a play,



- *Who* would become the character of the play
- *Where* and *When* would indicate the setting
- *What* would be the plotline or action of the play
- *Why* or *How* would be the theme or premise.

The essence of drama is conflict. Likewise, news stories also involve different kinds of conflict:

- Conflict between or among individuals
- Conflict between an individual and an outside force, such as society or fate
- Conflict within an individual.

At the beginning of a play, the playwright establishes atmosphere or a sense of mood and place, and introduces the characters. Students could look at a news story and see how the reporter writing the story accomplishes these goals.

The turning point of a play is the crucial moment that determines the outcome of the story. Students could read an account of a news event and see if they can identify a turning point in the events reported in the story.

In addition to the main storyline or plot, plays often have subplots. Subplots are secondary storylines about characters who are also affected by the main characters and their actions. Students could find a news story in which there appears to be a subplot.

Once students have become familiar with the elements of plays and news stories, they could be assigned to watch a recent play that has become a film, such as *Driving Miss Daisy* or *A Few Good Men* and look for certain elements. They would then read a major news story and look for the same elements, which could include:

- Conflict (with another individual or self)
- Exposition, turning point, conclusion
- Premise and themes
- Subplots
- Opportunity for "audience catharsis"
- Elements of tragedy and comedy.

Newspaper Criticism

Students can explore the relationship between theatre and newspapers by studying reviews of productions in the newspaper. Theatre criticism involves a special type of writing. Critics must give readers information about a play and an evaluation of the play's production. Students could read a criticism, or review, in their newspaper of a play, film or television show they've seen. They could compare their reactions with that of the critic. Students could experiment with being critics to see

how it feels to be in a position of advising the public about what to see. They could write a review of a play or film or television drama they have seen recently and include any combination of the following elements in their reviews:

- Did the play, film or show hold your interest? Why?
- Describe the manner in which the story was presented to the audience. Was there a narrator? How would you characterize the dialogue?
- What was the structure of the story? Was there a single story or were there multiple stories? How did the multiple stories connect? Was anything about the story unexpected? How did the plot begin and end?
- If you saw a musical, describe the way music and lyrics complemented the plot.
- Describe the sets, costumes, lighting and musical accompaniment. How did these elements add to the show's effect?
- Discuss the dramatic skills and effectiveness of the performers.
- Discuss the ideas presented. Analyze their importance to your readers.

Using *Celebrate Theatre*

The ways in which theatre and newspapers can become vibrant threads throughout the K-12 curriculum have only begun to be explored. This curriculum guide offers some starting points to involve students with theatre and newspapers.

The activities in this guide are play-specific. The annotated entries may help teachers decide which plays to share with students. The activities are designed to be completed after students have experienced the play. There are many ways to expose students to plays and musicals:

- Field trips to New York City to see Broadway productions
- Field trips to see plays by Broadway touring companies appearing in theaters across the country
- Field trips to regional theatre productions
- Field trips to dinner theatre productions
- Field trips to community theatre productions
- Field trips to local college productions
- Attendance at local high school productions
- School assemblies by regional or community theatre groups
- Classroom study of films or videotapes of plays or musicals
- Classroom study of the libretto and sound track of musicals
- Classroom study of the written text of plays.

Some specialized vocabulary appears throughout this guide. The word *play*, for example, has different meanings depending on the context of the writing. In some cases, *play* is used inclusively; that is, all Broadway productions may be referred to as "Broadway plays," regardless of whether the production is a musical or a straight play such as a drama or comedy. In other cases, *play* is used to indicate a non-musical drama or comedy. Some musicals are "book" musicals that combine spoken dialogue and songs. Others are "all-sung" or "sung-through" musicals in which dialogue is sung, not spoken.

"Theatre" or "Theater." Surprisingly, one of the most controversial topics in the development of this curriculum guide was the appropriate spelling of the second word in its title. Newspaper style recommends "theater," but Broadway professionals prefer "theatre" and most of the buildings that house Broadway productions use the "re" spelling. This curriculum guide uses "theatre," the spelling most popular with the Broadway industry.

It is hoped that studying theatre with newspapers will encourage students to further explore both worlds so that they will become informed and appreciative consumers of each.

How This Guide Is Organized

Overture

This section includes a discussion of the nature of theatre and theatre education in the United States and the connection between newspapers and theatre education. It includes a comparison of the structures of plays, musicals and newspapers and suggestions for instructional activities.

Center Stage

This section provides detailed lesson plans and student activity sheets for three Broadway musicals: *Cats*, *Jelly's Last Jam* and *Les Misérables*. Each lesson plan contains the following elements:

Instructional Activities — this component includes *To the teacher*, ideas for introducing musicals to students; *Introducing the play*, activities to prepare students to experience the musicals; and *Introducing the newspaper activity*, strategies for introducing the newspaper activity sheet to students.

Student Activity Sheet — a reproducible activity sheet for each play provides lessons for students to complete after they have experienced the play.

Additional Activities — additional newspaper activities provide alternative instructional suggestions.

On Broadway

This section offers detailed information and activities for 18 plays on Broadway or in performance by national touring companies. Each of the plays or musicals is studied with the following activities:

Think and Discuss — to provide discussion topics related to the themes of the straight play or musical and encourage students to relate the themes to their own lives.

The Newspaper Connection — to explain how newspapers can be used to focus on one theme in the straight play or musical. It includes suggestions on how to introduce the theme to students.

Newspaper Activity — to provide instructions for an activity using the newspaper.

Additional Activities — to suggest other themes or ideas that can be used with the newspaper.

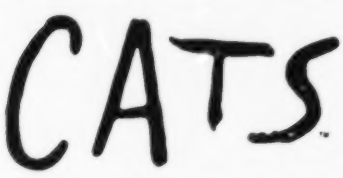
Classic Broadway

This section contains play synopses, discussion topics and newspaper activities for three classic plays: *Driving Miss Daisy*, *Fiddler on the Roof* and *Porgy and Bess*. Instructional activities follow the same elements as the lessons in the "On Broadway" section: Think and Discuss, The Newspaper Connection, Newspaper Activity and Addtional Activities. The section also includes a briefly annotated list of additional plays worthy of study.

Stagecraft

A "Theatre Jargon" section lists theatrical terms with their definitions. The resource section lists books, magazines and other educational materials.

Center Stage



Cats

The Tony Award-winning all-sung musical spectacle *Cats* features the music of Andrew Lloyd Webber and lyrics from T.S. Eliot's *Old Possum's Book of Practical Cats.* The musical opened in London's West End on May 11, 1981, and moved to Broadway on October 7, 1982. *Cats* has elaborate effects, costumes and dances. The entire stage is a gigantic junkyard with oversize pieces of garbage spilling into the audience. Director Trevor Nunn fashioned a plotline from parts of several poems. The story takes place the night of the Jellicle Ball, where cats select one of their number to be transported to the Heaviside Layer, a cat heaven. The musical's most famous song, "Memory," is not from Eliot's work, but has lyrics by Trevor Nunn. (Available on audiocassette and compact disk.)

Instructional Activities

To the teacher. Before taking students to a performance of *Cats* or studying the musical through text and recordings, ask them to discuss what they already know about musicals. Use questions such as:

How many of you have ever seen a musical?
Where did you see it? (At a local high school, community theatre, etc.)
How would you characterize a musical?
How is a musical different from a play?

Tell students that *Cats* is an all-sung musical. There is no dialogue between the songs.

Introducing the musical. Before students experience the production:

1. Conduct a class survey of pet ownership. How many students own cats? Dogs? Other animals?
2. Invite several students to describe the personalities of their pets.
3. Explain to students that the musical will present many cats, each with a unique persona. Have students list characteristics of cats. Write them on the board. Then have students list the superstitions they know about cats. Write them on the board. Tell students to keep these lists in mind while they are watching or listening to the musical.

Introducing the newspaper activity. After students have experienced the play:

1. Ask students to name the *Cats* character they liked best and to explain why they made that selection.
2. Have students complete the *Cats: Individuals All* activity sheet individually.
3. Have students share their responses in small groups or as a class.

Additional Activities

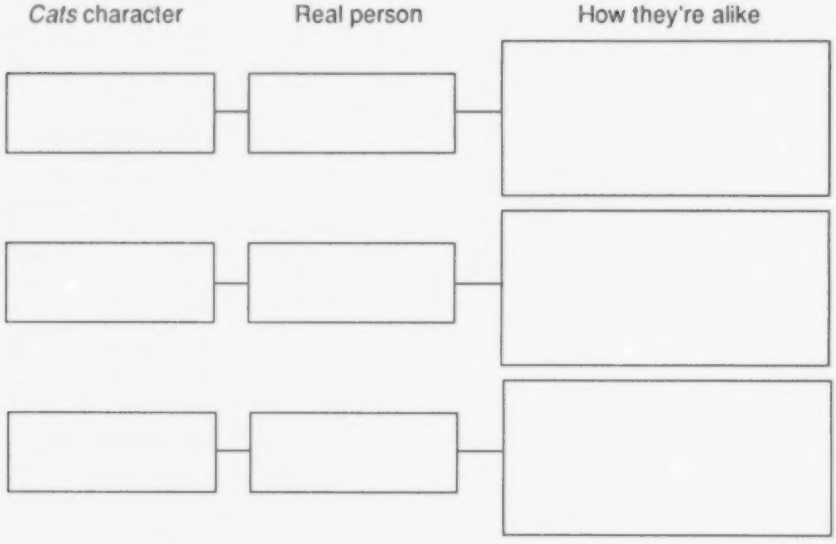
- Create a survey to ask classmates about their impressions of the cats. Include questions like:
  - Which cat is the smartest?
  - Which cat has the most courage?
  - Which cat would you like to spend a day with? Why?
  - Which cat gets the most respect? Why?
- Draw a comic strip featuring one or more of the cats in the play. Make the action different from the action in the play.
- Locate three interesting people in news or feature stories in the newspaper. Create a "cat" persona for each one. Give each person a "cat" name and write a story about the three new characters.

Cats: Individuals All

Name _____

Date _____

1. Each *Cats* character is unique with a distinct personality and experiences. Select your three favorite *Cats* characters. Then find a real person in the newspaper who is like each character in some way. Record your answers below.



2. The Jellicle Cats selected one cat to be honored. Locate an individual in the newspaper that you think is worthy of being honored. Explain your selection.

_____

_____

_____

_____

_____

3. Pretend you will be a new character in *Cats*. Create a *Cats* collage for your character. Use words and photos or art from the newspaper for your collage. Include a description of how you look, ads for products you would use, words or photos indicating the job you would do and any other words you choose. Give your character a name.

Jelly's Last Jam

This musical, which opened in 1992, is based on the life of jazz great Jelly Roll Morton. The libretto, or book, is by George C. Wolfe, the lyrics by Susan Birkenhead and the music adapted by Luther Henderson from Jelly Roll Morton's compositions. Morton, whose real name was Ferdinand Joseph Lemott, lived from 1890 to 1941. A ragtime, blues and jazz pianist and composer, Morton was also a gambler, nightclub owner and producer. He made his first recordings in the early 1920s. The show traces Jelly's life from his childhood in New Orleans through his travels to a variety of jazz venues in America. The main theme of the piece relates to Jelly's determination to ignore his black roots and think of himself as a Creole instead. Throughout his rise and decline in the music world and his history of unhappy personal relationships, he is never at peace with himself. Finally, at the end of the show, he accepts his heritage. (Available on audiocassette and CD.)

Instructional Activities

To the teacher. Before taking students to a performance of *Jelly's Last Jam* or studying the musical through text and recordings, ask them to discuss what they already know about musicals. Use questions such as:

How many of you have ever seen a musical?
Where did you see it? (At a local high school, community theatre, etc.)
How would you characterize a musical?
How is a musical different from a play?

Tell students that *Jelly's Last Jam* is a "book" musical, meaning there is spoken dialogue between the songs.

Introducing the musical: Before students experience the production:

1. Ask students to list as many different kinds of music as they can. Write them on the board. Add ragtime and jazz to the list if students do not suggest them.
2. Have students try to order the musical styles by time period.
3. Explain that Jelly Roll Morton was a famous jazz composer and musician of the jazz era. Tell them that the music in the show is based directly on Jelly Roll Morton's songs.

Introducing the newspaper activity: After the production:

1. Conduct a survey of the ethnic and racial groups represented in the classroom. Have students determine what percentage of the class each group represents.
2. Ask students what makes them proud of their ethnic or racial group. Allow several students to respond.
3. Have students complete the *Jelly's Last Jam: Appreciating Diversity* activity sheet in small groups. Have them share their responses with the class.

Additional Activities

- Jelly Roll Morton was an important figure in the evolution of American jazz. What does the kind of music a society produces tell us about that society? What does jazz tell us about the society that produced it?
- Look in newspaper ads for organizations that perform music. These ads usually appear in weekend sections. Include ads for clubs or dinner theatres. According to the ads, what kind of music is popular in your area? Select a musical event you would like to go to.
- Locate a newspaper article about community groups working together to encourage racial understanding. Write a summary about what the groups are doing.

Jelly's Last Jam: Appreciating Diversity

Name _____

Date _____

1. Collect newspaper stories about ethnic and racial organizations in your community for one week. On the chart below, list the organization, the group it represents and its purpose

Organization	Group	Purpose

2. Look at the information you've gathered on the chart above. What does it tell you about diversity in your community?

_____

_____

_____

_____

3. Jelly Roll Morton's music reflected and defined his period in American history. What kind of popular music defines American culture today? Name a performer or group and explain why you think that music is characteristic of our times.

_____

_____

_____

_____

Les Misérables

Les Misérables

Based on Victor Hugo's epic novel, this musical is now in its seventh year on Broadway. It opened in London Sept. 30, 1985, made its American première at The John F. Kennedy Center for the Performing Arts in Washington, D.C. on Dec. 20, 1986, and moved to Broadway March 12, 1987. The story takes place in post-revolutionary France and concentrates on action in 1815, 1823 and 1832. In the story, Jean Valjean serves time in jail for stealing bread for his starving relatives. After he leaves prison, he steals silver from a bishop who takes him in and provides him with food. The bishop forgives him, and Jean Valjean vows to turn his life around. He breaks his parole by changing his name and later rises to become a factory owner and the mayor of a town. During the course of the musical, he adopts the daughter of a former employee, joins students in a revolt and performs heroic deeds. He is hunted throughout his life by Javert, a police inspector. The libretto, or book, is by Alain Boublil and Claude-Michel Schonberg; music by Schonberg; and lyrics by Boublil, Herbert Ketzmer and James Fenton. (Available on audiocassette and CD.)

Instructional Activities

To the teacher. Before taking students to a performance of *Les Misérables* or studying the musical through text and recordings, ask them to discuss what they already know about musicals. Use questions such as:

How many of you have ever seen a musical?
Where did you see it? (At a local high school, community theatre, etc.)
How would you characterize a musical?
How is a musical different from a play?

Tell students that *Les Misérables* is a sung-through musical. The dialogue is sung as well as the songs.

Introducing the musical. Before students experience the production:

1. Have students discuss the following questions:
   What is justice?
   Is a criminal act ever defensible?
   How do you determine a just punishment for a crime?
   What would you be willing to die for?
2. Give students a general outline of the story. Explain that it covers three different time periods in Valjean's life.

Introducing the newspaper activity. After students have experienced the play:

1. Ask students to describe a difficult choice they had to make. How did it change their lives? Allow several students to share.
2. Have students complete the *Les Misérables: Choices and Changes* activity sheet in small groups. Have students share their answers.

Additional Activities

- In *Les Misérables* there is a revolution by youth against government. Find examples in the newspaper of government actions of which you disapprove. Describe the government policy or action. Explain how the issue could be addressed in this society without violence.
- Find examples in the newspaper of groups that feel they must use violence and confrontation to make their views known. Your examples may come from any country. What actions have these groups taken? What other recourse do they have?
- Freedom of the press exists in this country so that citizens have a way to express their disagreement with the government. Look in your newspaper for examples of people who use the newspaper to change something in the community or country. How is the newspaper used? If the newspaper did not exist, how could these people make their views known?

Les Misérables: Choices and Changes

Name _____

Date _____

1. List three decisions Jean Valjean made that caused a major change in future events. Explain how his choices affected his life and the lives of others.

Choice	Effects

2. Locate a news story about a political leader who had to make a difficult decision. Explain how the leader's choice may influence future events.

Leader: _____

Choice: _____

Possible effects: _____

_____

_____

3. Locate news stories about situations that should be changed in this country. Who should be responsible for initiating the change? What do you think should be done?

Situation	Who should be responsible?	What should be done?
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

On Broadway

The plays and musicals in this section are either running on Broadway, are on tour around the country, or both, during the *Celebrate Theatre: 100 Years in Times Square* celebration. Richly varied in both style and subject matter, they offer an opportunity to focus on a different aspect of ourselves and our world. Each show is briefly described, followed by activities that you might use to illustrate the relevance of theatre to newspapers and of newspapers to theatre.

Angels in America

Angels in America: Millennium Approaches, which opened on Broadway in 1993, is the first half of author Tony Kushner's epic work, set in 1985 as the AIDS epidemic begins to intrude on the American consciousness. The main character is based on the notorious McCarthy-era lawyer Roy Cohn, who symbolizes greed. The work, which Jack Kroll (*Newsweek*) called "the most ambitious American play of our time," ranges from earth to heaven and focuses on politics, sex and religion. It takes place in locations from Washington, D.C., to the Kremlin, the South Bronx, Salt Lake City and Antarctica, and deals with Jews, Mormons, White Anglo Saxon Protestants and African Americans. Switching between reality and fantasy, it examines the tragedy of a modern plague and the possible death of God. Part Two, *Perestroika*, is now being presented in repertory with *Millennium Approaches*.

Think and Discuss

Here are points for discussion after students have experienced the play.

- What is the millennium? How soon will it come? What is the nature of our emotional fascination with that particular year?
- Imagine the year 3,000 A.D. Write about a day in the life of someone like yourself in that year. Write a news report of something that happens in that year.
- In the play, 13th and 17th century ancestors of a character in *Angels in America* who is dying of AIDS come to earth to observe the times in which the character is living. Imagine that someone who lived in this country during colonial times visited your community today. The only information the colonial visitor has about life today is one copy of your newspaper. What would the visitor think about modern life? Describe a conversation between you and the visitor.
- Who was Roy Cohn? Research his background. Then explain why you think Tony Kushner chose him to represent the essence of greed.
- Can you name other individuals currently in the local or national news who also appear to exhibit greedy behavior without concern for the common good? What is the impact of their behavior on others in the society around them?

The Newspaper Connection

To the teacher. There are many controversial topics in this play: AIDS, Roy Cohns's participation in the McCarthy hearings in the 1950s and Roy Cohn's attitudes. This play is better suited for older, more mature students.

The play may serve as a springboard for an examination of the AIDS issue in your community. Have students read news stories, features, editorials, opinion columns and letters to the editor to collect data on opinions about AIDS issues.

You may want to have an AIDS educator or public health official visit the classroom to respond to student questions about AIDS after they have completed the newspaper activity.

Introducing the newspaper activity. The topics listed below represent some of the AIDS-related issues communities face today. You may select one topic for the entire class to investigate or assign different topics to groups of students. You may have students generate additional topics. Suggested discussion topics are:

- Use of public money for direct services to AIDS patients for medication, health care, clinics or hospice care.
- Use of public money for AIDS prevention efforts — distribution of free condoms and needle-replacement or sterilization kits.
- Discrimination against AIDS patients in housing, employment or education.
- AIDS education programs in public schools.

Newspaper Activity

1. Select a topic related to AIDS. Collect news and feature stories, editorials, opinion columns and letters to the editor about your topic.
2. Compile your information on a data chart like the one below. The chart should contain facts about the disease and actions that occur, as well as opinions.

Facts			Opinions	
Health	Public policy	Discrimination	People in AIDS-related projects	Others

3. Share findings with classmates and then answer these questions:
   - What questions do you want answered about AIDS?
   - What opinions on your chart do you support? Why?
4. Write an editorial expressing your opinion on your topic.

Additional Activity

- Conduct a survey among classmates asking their opinions about the AIDS education program in your school. Write a letter to the editor explaining students' positions on AIDS education.

Blood Brothers

Exported to Broadway in 1993 after a long run in the West End of London, *Blood Brothers* tells the story of twin brothers who are separated at birth. Their mother, a cleaning woman, gives one of them to her employer. The boys become friends, and their adult lives become tragically intertwined when they clash over their love for the same woman. They both die tragic deaths. The book, music and lyrics were written by Willy Russel. (Available on audiocassette and CD.)

Think and Discuss

Here are points for discussion after students have experienced the play.

- Why did the mother give up one of her sons? Do you agree or disagree with her decision? What other options did she have?
- What kinds of sacrifices do parents make for children (time, finances, etc.)? What sacrifice would you be willing to make for a child?

The Newspaper Connection

To the teacher. Tragic events make the news because they involve conflict, have sad or disastrous conclusions, or elicit feelings of pity, distress or fear from readers. Some tragedies seem worse than others because it appears they could have been prevented. One news story about a tragic occurrence often overshadows a dozen "good news" stories because it evokes a strong emotional response from readers.

Introducing the activity: Ask students to identify something they consider tragic that happened in their community recently. Have them explain what made the event a tragedy. Have them identify the causes of the event — were they related to nature (hurricanes, etc.), society as a whole or individuals.

Newspaper Activity

1. Select and read two news stories that are about sad or tragic events from one issue of the newspaper.
2. Explore the nature of the tragedies by completing a chart like the one below:

What was the event?	Was the cause related to nature, society or individuals?	Could the event have been prevented?	Why do we respond to the story?

3. Find two "good news" stories in the newspaper. Fill in a chart like the one below for each story

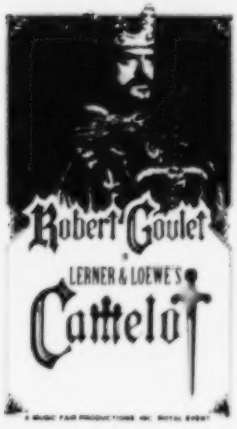
What was the event?	What positive statement does the story make about nature, society or people?	What lesson can we learn from the story?

4. How can news stories influence individual behavior, public action or government action?

Additional Activities

- A tragic event may be the opening, the turning point or climax, or the end of a play. Find a story in the newspaper about a tragic occurrence. Write a storyline, or plot, of a play that uses that tragic event.
- When a playwright creates a play, he or she first invents the characters. This is often done by creating a character map, a complete description of the way the character looks, what the character thinks, what the character wants, and what the character likes and dislikes. Use a chart or a web to create a full character map for your tragic play. Include the character's actions, social traits, ethical choices and emotional responses.

- Survey a copy of your newspaper to determine the number of "good news" and "bad news" stories. Before you begin, make a prediction about the percentage of each kind of story you expect to find. Then categorize each news story as good or bad. Discuss any differences between your prediction and reality.
- What can families do to reduce conflict and encourage unity? Make a chart of programs or services listed in the newspaper designed to help families that are.



Camelot

Camelot, which initially ran for 873 performances in 1960, is set in a mythical kingdom during the sixth century. This classic American musical by Frederic Loewe and Alan Jay Lerner was based on T.H. White's *The Once and Future King*. It relates the story of King Arthur and the Knights of the Round Table. The plot recounts Arthur's hope for a peaceful world, his marriage to Guinevere, the unhappy romance of Guinevere and Lancelot, the villainy of Mordred, the Wizardry of Merlin and the escapades of Sir Pellinore the dragon hunter. Although Arthur's love for Guinevere results in the downfall of his dreams for a better world, he sees hope for his vision when he passes it along to future generations to share. (Available on videocassette, audiocassette and CD.)

Think and Discuss

Here are points for discussion after students have experienced the play.

- Arthur is a leader with a tragic flaw in the classic sense. His love for Guinevere causes him to destroy the dream he struggled to achieve throughout his life. What contemporary leaders have had tragic flaws or limitations that made their glowing achievements ineffective?
- Arthur sets out to create a utopia in Camelot. Yet the goal of an ideal society proves impossible to attain. Do you think that a utopia is possible in our time? Why or why not?
- People have different ideas about what a utopian society would be. Write a description of what you would consider a utopian society. Compare your description with that of a friend. How are they the same? How are they different?

The Newspaper Connection

To the teacher. In *Camelot* Arthur tries to bring about a better world by passing just laws and having his knights do good deeds to help and protect the people of the kingdom. In today's society, people have different viewpoints about how to bring about a common good. A common good might be comprehensive health care, safe streets, better education and so forth. Some people believe in an activist government that uses laws and public agencies to make improvements in society. Other people believe that private enterprise and marketplace forces will solve problems. The newspaper is filled with factual stories and opinion pieces about these issues.

Introducing the activity: Have students list five "common goods" that would improve life for citizens of this country. Use these topics as the basis for the newspaper activity.

Newspaper Activity

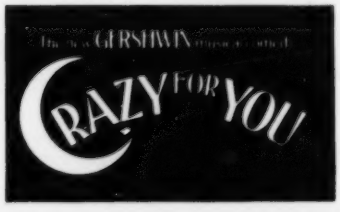
1. Collect news stories, editorials, opinion columns and letters to the editor about one of the "common goods" the class identified.
2. List ways different individuals say the good can be accomplished.

Individual	How can the good be achieved?
_____	_____
_____	_____
_____	_____
_____	_____

3. Write a letter to the editor expressing your viewpoint on the topic.

Additional Activity

- Find examples in the newspaper of five citizens who are making some contribution to improve society. What is your opinion about their actions — will they lead to a better life for citizens in the community? Why or why not?



Crazy for You

The 1992 Tony Award-winner for best musical tells the story of a Manhattan banker's son in the 1930s who is sent to a small Nevada mining town to foreclose on the local theatre. Once there, he falls in love with the only woman in a town of 157 men and rescues the local theatre. The show, which recreates a sense of the great American musicals of the '20s and '30s, is lavishly produced with exciting choreography and spectacular costumes. It recalls with reverence and style the days of virtuoso tap dancing and great hit tunes. The show incorporates 19 songs by the great song-writing team of George and Ira Gershwin. The book for *Crazy for You* was written by Ken Ludwig. (Available on audiocassette and CD.)

Think and Discuss

- As a tribute to the musicals of the '20s and '30s, *Crazy for You* recalls a period of American musical theatre that is now six decades old. What evidence do you see today that people want to connect to their past?
- The Gershwins captured their age through song and helped people understand and cope with what was happening around them. Which composers and lyricists (songwriters) are doing that today?

The Newspaper Connection

To the teacher. Crazy for You is a musical that focuses on entertainment and escape. A simple lesson from the play is that people should help each other in difficult times. Students will find local, national and international stories about people helping people in difficult times.

Introducing the activity: Ask students to suggest situations in school activities where students work together on a common goal. Discuss with them the importance of cooperation.

Newspaper Activity

1. Locate a news story about people working together to make life better for others. This may be a local, national or international story. Describe the situation.
2. Identify the individuals or groups who are providing assistance and describe how they are helping.
3. How did people learn that the need existed?

Additional Activities

- Many of the situations in *Crazy for You* result from the tension between out-of-towners from the city and local townspeople. Even today public policy concerns are often divided between problems common to urban areas and those relevant to suburban, agricultural and more sparsely populated areas. Find examples of both kinds of problems in your newspaper. What evidence do you see of the problems usually associated with cities spilling over into suburban or rural areas?
- Find newspaper articles about businesses or industries opening or closing in your community. How will these changes affect the community?
- The Gershwins' music reflected their period in American history. Today, the lyrics of popular music such as rock'n'roll or rap reflect society as seen by the artists. Find a newspaper article about a popular musician or music group. What is the musician's or group's view of society? Do you agree? Why or why not?

Evita

First produced in London in 1978 and on Broadway in 1979, *Evita*, by composer Andrew Lloyd Webber and lyricist Tim Rice, portrays the history of Eva Peron, wife of Argentine dictator Juan Peron. Set in Argentina and various locations in Europe, *Evita* is presented through the eyes of the Cuban revolutionary Che Guevara. The show examines Evita's sensational rise from a simple peasant background to becoming one of the most powerful women in the world. *Evita* examines the way the public can be exploited by leaders with forceful personalities and how even the most powerful and cunning manipulators can be brought down by their own mortality. (Available on audiocassette and CD.)

Think and Discuss

- Eva Peron was a woman from a poor background, with few qualifications to govern, who held a position of great power on the basis of her public appeal. Look for stories in your newspaper about local, state or national politicians, or those from other countries. What is the basis of these politicians' popularity? Can you name any political leader whose background might have been similar to Eva Peron's?
- Why do people willingly follow a dictator and give up their political rights to that one person? What qualifications should leaders possess in today's world?
- Could a politician rise to power in this country the way Juan and Eva Peron did in their country? Why or why not?

The Newspaper Connection

To the teacher: The newspaper activity for *Evita* focuses on leadership. The newspaper contains stories about various types of local, national and international leaders. Leaders do not necessarily have to be governmental heads of state; they may be individuals with influence in political, religious or social arenas.

Introducing the activity: Ask students to name historical or current leaders. Have them identify the characteristics of a leader. List responses on the board and discuss as a class.

Newspaper Activity

1. Some people hold positions of leadership because they are elected. Locate a news story about an elected leader at the national level. List the qualifications that make that individual a leader.
2. Some people hold positions of leadership even though they are not elected government officials. Locate newspaper examples of three people who are considered leaders. Explain the source of their influence (knowledge, social position, moral authority, etc.).Which of the leaders do you most admire? Why?

Additional Activities

- Some people become popular because of their personalities or special talents. Find examples in the newspaper of popular people from different areas: entertainment, sports, the community. Are these people leaders? Why or why not? What is the difference between someone who is popular and someone who is a leader?
- What parallels do you see between Juan Peron and current politicians and between Eva Peron and current politicians? Find information about the current politicians in newspaper articles to support your position.

Falsettos

This double bill of two one-act musicals, *March of the Falsettos* by William Finn and *Falsettoland* by William Finn and James Lapine, relates a story of gay and straight lovers, their friends and their families in the age of AIDS. The show, which opened on Broadway in 1992, takes place at the outset of the AIDS epidemic. It traces the experience of a married couple, Marvin and Trina, who divorce when Marvin admits his homosexuality and moves in with his lover, Whizzer. Trina subsequently falls in love with, and marries, her psychiatrist, Mendel. Tina and Marvin's son, Jason, generously manages to love all of them. When Whizzer becomes one of the early victims of AIDS, the other characters are drawn closer together in spite of their complex contemporary life realities. (Act I, *March of the Falsettos*, available on audiocassette and CD.)

Think and Discuss

Here are points for discussion after students have experienced the play.

- One of the themes in *Falsettos* is that in an ever-changing universe, definitions have to change too. In the show, the definition of family expands to include stepparents, another set of parents who are a male homosexual couple, and close friends. Look in your newspaper for examples of new definitions of family. What other definitions are changing?
- The issue of gay rights is increasingly prominent in the news today. Find stories or columns in your newspaper concerned with the issue of acceptance of homosexuality in America.
- *Falsettos* is concerned with the courage found by an AIDS victim and his family and friends to confront his illness. Find stories in your newspaper that deal with the way individuals and communities are dealing with this illness.

The Newspaper Connection

To the teacher. *Falsettos* contains potentially controversial themes with its AIDS story line and its presentation of nontraditional families. The activity may focus on the idea of family or it could have students deal with a family facing AIDS. AIDS-related issues appear frequently in the newspaper.

Introducing the newspaper activity. Ask students to think about the people close to them who help and support them. How many of these individuals are blood relatives? How many are friends? How many do they consider to be "family"?

Newspaper Activity

1. What is your definition of "family"? List the members of your family below. Then write the relationship of each person to you. Your family may include more than one generation. It may include individuals who are not blood relatives.
2. Locate a news story about a family facing a difficult problem and answer these questions:
   - What is the situation?
   - What family members are involved?
   - How are different family members helping each other?
3. What kind of help has the family received from different sources — community or religious groups, government agencies, or others?

Additional Activities

- Find a solution to a family problem in an advice column in the newspaper. Do you agree or disagree with the advice? Why?
- Find organizations mentioned in the newspaper that are designed to help families of all kinds. List them. What does your list tell you about society and family relationships today?

The Goodbye Girl

Based on Neil Simon's screenplay for *The Goodbye Girl*, this musical has a book by Simon, music by Marvin Hamlisch and lyrics by David Zippel. The show, which opened on Broadway in 1993, is set in present-day New York City. A dancer, who is slightly over the hill, is jilted by her fiancé and left with no way to pay the bills for herself and her pre-teenage daughter. About to be thrown out of their apartment, the pair agree to share their living space with a man who has come to New York to pursue his career. The three characters, who start out at odds, learn to love and respect each other's differences and eventually become a family. (Original film on videocassette.)

Think and Discuss

Here are points for discussion after students have experienced the play.

- What are some of the problems faced by single parents in America today? Look for stories about single parents in your newspaper.
- What are the implications for young people of the changing face of the nuclear family? What social problems do you see described in the newspaper that are linked to divided homes or homes without fathers?
- Look for stories of mothers and children who have found happiness in their reinvented family lives. What lessons can you learn from them?

The Newspaper Connection

To the teacher. Family is an important theme in *The Goodbye Girl*. Two of the characters are part of a single-parent family. The newspaper activity encourages students to explore the real-world problems faced by single-parent households and their possible solutions.

Introducing the Newspaper Activity: Discuss the idea of family with students. Have students suggest different family patterns — two-parent, single-parent, stepfamily, grandparent or other relative-child. Explain that all families, no matter what form they take, can be successful, but they also face their own particular difficulties. Families with two working parents have difficulty finding good child care; single parents have to do the work of two

parents, members of step families often take time adjusting to each other. Tell students that they will focus on the problems of single-parent families faced by the characters in *The Goodbye Girl*. Students will find information in news stories about single-parent families, the problems they face and the services that provide support. Information and situations can also be found in opinion columns, advice columns or comic strips.

Newspaper Activity

1. Read and clip news stories and opinion columns about single-parent families.
2. Use the clippings from the newspaper to identify situations or problems that create difficulties in single-parent households. How have families learned to deal with the difficulties? Specifically:
    - What day-to-day problems do they face? How do they solve them?
    - What financial problems do they face? How do they solve them?
    - What social problems do they face? How do they solve them?
3. Look at the display and classified ads in the newspaper to find products or services that would be especially useful in a single-parent household. List examples below.

Product or service	How will it help?
_____	_____
_____	_____
_____	_____

Guys and Dolls

This revival of the "Musical Fable of Broadway" is based on a Damon Runyon story, "The Idyll of Miss Sarah Brown." It concerns the streetwise gamblers, "cuties" from the Hot Box night club and noble soul-savers of Times Square in the early 1940s. The show originally ran on Broadway for 1,200 performances in 1950. The music and lyrics were composed by Frank Loesser with a book by Jo Swerling and Abe Burrowes. The show follows the adventures of two couples, gambler Sky Masterson and missionary Sarah Brown, and gambler Nathan Detroit and his long-suffering girl friend Miss Adelaide, a dancer at the Hot Box club. As the result of a bet, Sky must secure a date with Sarah Brown, and in the process, the unlikely couple fall in love. Miss Adelaide finally forces Nathan into marriage after years of broken promises. (Available on videocassette, audiocassette and CD.)

Think and Discuss

Here are points for discussion after students have experienced the play.

- Many of the characters in *Guys and Dolls* are gamblers. Other characters (the missionaries) spend their energy trying to stop the gamblers from gambling. Gambling is a common activity to many Americans. Can you find information about gambling in your newspaper? Do you think gambling is wrong? Why or why not?
- Two leading characters in *Guys and Dolls*, Sky Masterson, a gambler, and Sister Sarah, a missionary, have conflicting values. What are their values? List some of your own values. Find a story in the newspaper that reflects a clash of values.

The Newspaper Connection

To the teacher. The characters in *Guys and Dolls* make up a microcosm, a small world that reflects the people and experiences of the larger community.

There may be a local or national columnist in your newspaper that uses fictional characters to draw attention to human nature or society's foibles. If no column like that is available in your newspaper, turn to the comics pages. Comic strip characters present a picture of the world. Many comic strips hold a humorous mirror up to daily experiences — women in the workplace, adolescents in school, individuals coping with technology, etc. For the newspaper activity, assign students to different comic strips.

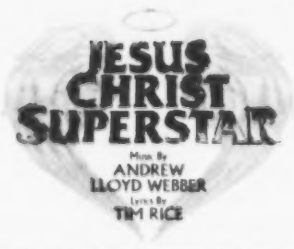
Introducing the newspaper activity. Ask students to list examples of how their lives are different from those of their grandparents or great-grandparents. What are some current social issues? Financial concerns? Political topics? Then have students discuss whether or not human behavior has changed over the years.

Newspaper Activity

1. Select a comic strip to study. Collect and read the strip for a week.
2. Examine the human characteristics of the comic strip characters and the situations they encounter day to day.
    - Write each character's name and list five words that describe him or her.
    - Describe the situations that occur in each day's comic strip.
3. How do the comic strip characters remind you of people you might know. What qualities do they share with you?
4. How do the comic strip situations reflect modern life or human interactions? Do they offer any remedy for social or personal concerns?
5. Draw a comic strip that illustrates a common problem you face.

Additional Activities

- Damon Runyon, originally a newspaperman, wrote fiction about assorted characters on Broadway that fascinated readers all over the country. Look for a columnist or cartoonist in your newspaper who is writing about a small portion of the world that nonetheless has meaning for readers everywhere. Identify the elements of the universal appeal of the column or comic strip.
- Write a column or short story about people in your neighborhood who could serve as models for interesting fictional characters.
- Find examples in the newspaper of people who are trying to prevent others from doing something they consider wrong. What are they doing? Do you agree?
- Find examples in the newspaper of people who are acting in ways that support your values. Find examples of activities where values clash. What are those clashes of values? Can a compromise be reached? How?



Jesus Christ Superstar

The hit rock opera with music by Andrew Lloyd Webber and lyrics by Tim Rice was created in 1971. It views the life of Jesus from a modern perspective. The work is a complex celebration of the charismatic aspects of Jesus Christ and is an excellent example of the pop-opera idiom that Lloyd Webber and Rice originated. This form features both song and recitative (sung speech) in place of dialogue in a musical experience that is closer to opera than conventional musical comedy. Jesus is portrayed as a religious icon riddled with personal doubts. He is a high-rolling power broker who is susceptible to being corrupted by his own image. The work is provocative and full of dark and ambivalent undercurrents. (Available on videocassette, audiocassette and CD.)

Think and Discuss

Here are points for discussion after students have experienced the play.

- Look in your newspaper for a story about a sports, film, music or television superstar. What happens to the life of a superstar? What happens to the original, genuine virtues and skills that brought the person to public attention in the first place as fame escalates? Write an outline for a play or musical that is about your superstar.

The Newspaper Connection

To the teacher. Jesus Christ Superstar has the potential to be controversial in a classroom discussion because of its modern rock opera depiction of the life of Jesus, which some consider sacreligious. Some religious groups oppose its implicit denial of Christ's divinity; others object to the suggested romantic relationship between Christ and Mary Magdalene. The newspaper activity focuses on the "superstar" aspect of the play.

Introducing the newspaper activity. Ask students to name the people that come to mind when they hear the word "star." List some names on the board. Ask if they would classify any of the individuals as "superstars." Explain that they are going to look for different kinds of superstars in the newspaper.

Newspaper Activity

1. Locate news stories about current superstars in sports, entertainment and politics.
2. List three facts from the news stories about each superstar. Then write why you think each individual stands out from others in the same field. Use a chart like the one below.

Category	Individual	Why is this person a superstar?
Sports		
Entertainment		
Politics		

3. What qualities or characteristics do the superstars on your chart have in common?

Additional Activity

- Find a newspaper example of a superstar who is a good role model. How has that superstar used his or her celebrity status in positive ways? Find a newspaper example of a superstar who is not a good role model. Do you think the celebrity should change his/her behavior? Why or why not?

Joseph and the Amazing Technicolor Dream Coat

This new production of the 1972 musical retells the Bible story of Joseph and his brothers. Music is by Andrew Lloyd Webber and lyrics are by Tim Rice. *Joseph* was originally written in 1968, extended in 1972 and finally opened on Broadway in 1982. Joseph is portrayed as a rock star who has the power to foresee the future. He is a kind of '60s flower child who is basically innocent but sometimes more motivated by self-interest than brotherly love. The sung-through work is full of energy and excitement as a Biblical figure comes to life through the pop perceptions of Lloyd Webber and Rice. (Available on audiocassette and CD.)

Think and Discuss

Here are points for discussion after students have experienced the play.

- Compare the Andrew Lloyd Webber-Tim Rice story of Joseph with the narrative account in the Bible. What elements are the same? What embellishments have the composer and lyricist added?

The Newspaper Connection

To the teacher. The Joseph story shows the trials and tribulations of a character over a long period of time. Joseph succeeds through ability and good fortune. Explain that people like Joseph, who have overcome many obstacles and faced many challenges, are often the subjects of news stories.

Introducing the activity: Ask students to tell about times they had to overcome obstacles. What qualities did they have to demonstrate to succeed?

Newspaper Activity

1. List the difficult situations in which Joseph found himself and explain how he handled those situations.

Situation	How he overcame the situation

2. What are the qualities that enabled Joseph to overcome his many difficulties?
3. Find a newspaper story about someone who is successful despite facing many difficulties. Describe the person's success and the problems he or she overcame to become successful.

Success	Difficulties the individual overcame

4. What similarities are there between Joseph and the individual in the news story?
5. What qualities do you share with either Joseph or the individual in the news?

Additional activities

- Sibling rivalry is a basis for conflict in Joseph. It is also used humorously in our society. Find examples of sibling rivalry in the comic pages of your newspaper. Are the situations portrayed realistic as well as humorous? Do any of the situations reflect your experiences or observations?
- Joseph was a close adviser to the Pharaoh. Find a news article about a close adviser to the president. What is the person's job? What kind of power or influence does that person have? What did the person do before he or she became an adviser?

- Whom do you trust to advise you on important matters? Select a person from the newspaper whom you would select as a close adviser. Why would you choose that individual?
- Think about the different kinds of music you hear in Joseph. Look in the newspaper advertisements to locate places in your community where you could find live performances of each kind of music.

Kiss of the Spider Woman

Based on the Manuel Puig novel, this show concerns the relationship between two prison cellmates — a gay windowdresser and a heterosexual revolutionary — who approach life from radically different perspectives. Set in a Latin American jail cell, this 1993 Tony Award-winning musical shows the relationship of Molina, the window dresser, and Valentin, the revolutionary, blossoming under the most unbearable conditions and stark reality of confinement. While Valentin relies on his macho self-image and ideology to sustain himself under his captors' brutal attempts to break his spirit, Molina loses himself in film-inspired fantasies, which he recounts to Valentin. As the show unfolds, we realize that their approaches to resisting tyranny are in fact not that different. The music is by John Kander, the lyrics by Fred Ebb and the book by Terrence McNally. (Original film available on videocassette. Musical available on audiocassette and CD.)

Think and Discuss

Here are points for discussion after students have experienced the play.

- The prisoners in *Kiss of the Spider Woman* are tortured as part of a political struggle going on in their South American country. Find newspaper stories about political unrest around the world that relate instances of human rights violations such as torture. What should the role of the United States be in helping to end such injustices?
- One of the characters in the show uses memories of films he loves as a mental escape route. Have you ever used film, television, a book or music this way? Imagine you have escaped into a book or film you love. Write about one adventure you have while in this world.

The Newspaper Connection

To the teacher. The judicial and penal systems in the United States are a continuing source of public concern and provide many issues for public debate: mandatory sentencing, early release programs, inequities and inconsistencies in sentencing practices and concern over the high cost of building additional prisons, among others. Newspapers provide a public forum for the debates over these issues and provide a picture of the judicial system in this country.

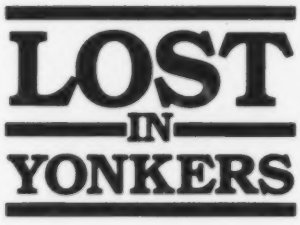
Introducing the activity. Have students discuss disciplinary procedures in the school. What rules must they obey? What is the punishment for breaking different rules? Are the rules fair? Then have students discuss their opinions about crimes in society and whether or not criminals receive appropriate punishment.

Newspaper Activity

1. Collect news stories about court rulings and sentencing hearings in criminal justice cases.
2. Categorize the criminal cases by type, such as drug dealing, robbery, etc. Calculate the average sentence assigned in each type of case. What conclusions can you draw about sentencing practices?
3. How are prisoners in this country treated differently from the prisoners in *Kiss of the Spider Woman*?

Additional Activities

- The characters in *Kiss of the Spider Woman* are a tribute to the fortitude of the human spirit under extreme oppression and the power of love. Find stories in your newspaper that also celebrate the power of the human spirit and love in helping people survive.
- Locate five places in the newspaper where you could go to escape from daily problems, even for a short time. What places or events would you choose? Why? Compare your selections with those of fellow classmates.
- The U. S. Constitution protects citizens against "cruel and unusual" punishment. Look for editorials or opinion columns about punishment in this country. What do they identify as cruel and unusual? What is your opinion?



Lost in Yonkers

This 1991 play by Neil Simon is a family drama about the influence of a powerful grandmother over several generations. When their mother dies, two young boys are taken by their father to live with their unyielding grandmother. The show relates their coming of age and the liberating power of love on their aunt who has lived her life under the total domination of the grandmother. (Available on videocassette)

Think and Discuss

Here are points for discussion after students have experienced the play.

- Pretend you had to move to a place very different from where you live now. What concerns would you have? How would you adjust to the new situation?

The Newspaper Connection

To the teacher. The newspaper contains sections and features that relate to many stages of life, from birth, engagement, and wedding announcements to advertisements for retirement homes. Most newspapers have a lifestyle or modern living section that explores current family issues, such as preparing a child for school, understanding adolescents or how to live with several generations under the same roof. Newspapers also have public service columns and advertisements showing where readers can find help for personal problems.

Introducing the activity: Ask students to identify the *Lost in Yonkers* character they think has the most adjusting to do — the boys, their father, the grandmother. Have them explain why.

Newspaper Activity

1. Find news stories about events or activities in which people are involved at different stages of their lives. Then find newspaper advertisements for products or services they could use at those stages. List the information on a table like the one below.

Stage	Events and activities	Products and services
Infancy	_____	_____
Childhood	_____	_____
Adolescence	_____	_____
Young adulthood	_____	_____
Middle age	_____	_____
Later years	_____	_____

2. Which stage of life appears to be the least stressful? Why? Which stage of life do you think is the most difficult? Why?
3. Find newspaper advertisements for five products that would make your life easier right now. Explain how each product would help you. Compare your list with that of a classmate.

Additional Activity

- Look for a letter about a family problem in a newspaper advice column. Would the story detailed in this letter be the basis for a tragedy or a comedy? Why?

Miss Saigon

Miss Saigon opened on Broadway in 1991. Inspired by the same source material as the opera *Madame Butterfly*, the show relates the romance of Chris, an American serviceman, and Kim, a young Vietnamese girl, during the fall of Saigon in 1975. Kim has been separated from her family by the ravages of war and forced to earn her living as a prostitute in a bar run by an unsavory, exploitative character named the Engineer. When the Americans are abruptly evacuated from Saigon, Chris must leave Kim behind, not realizing that she is pregnant. Although he tries to find her, he is unsuccessful. She and her son live a wretched life in the desolate, hopeless landscape of post-war Vietnam, while Chris marries an American woman and settles down. When he learns of his child, he returns to Vietnam to claim him. Kim kills herself to assure the child's future. The music is by Claude-Michel Schonberg, and the lyrics are by Alain Boublil and Richard Maltby Jr. (Available on audiocassette and CD.)

Think and Discuss

Here are points for discussion after students have experienced the play.

- *Miss Saigon* examines the wrenching impact of war on children and the plight of unwanted children and orphans at the conclusion of an armed conflict. Find newspaper stories that identify the particular problems of children in war-torn parts of the world. How are they suffering? What are the prospects for their future after the wars end?
- Chris and Kim, the hero and heroine of *Miss Saigon*, fall in love despite their cultural differences. Invent a story about two people who fall in love in the face of such odds in another time and place connected to an event or location described in the newspaper.

The Newspaper Connection

To the teacher. Miss Saigon provides a picture of the situation in Vietnam in 1975 and allows Americans to revisit some of the issues related to the war in that country. The events and effects of that war continue to make news — missing POWs, the health effects of Agent Orange, the design of various Vietnam war memorials, allegations of government deception. The issue of serving in Vietnam was raised in presidential elections about Republican Dan Quayle (1988,1992) and Democrats Bill Clinton and Al Gore (1992).

Introducing the activity. Ask students if they know anyone who served in the Vietnam War.

Newspaper Activity

1. Collect and read news stories, columns and letters to the editor about Vietnam veterans, their concerns and comments on the war.
2. How have the attitudes of the general public toward Vietnam changed over the years?

3. How have the attitudes of Vietnam veterans changed over the years?
4. On what Vietnam war issues are people still divided?
5. On what Vietnam war issues are people coming together?
6. Collect examples of newspaper articles, columns and letters to the editors about Vietnam veterans and their attitudes. Have society's views changed over the years? How have veterans' attitudes changed? What are the concerns of Vietnam veterans today?

Additional Activities

- One of the most important themes in *Miss Saigon* is the human cost of war. Find newspaper stories about the impact of war on individuals in trouble spots around the world. Answer the following questions about the stories:
    - What sides are involved in the conflict?
    - How many casualties are being inflicted on each side?
    - How are innocent people suffering in the conflict?
    - What are the prospects of peace between the warring sides?
    - What would have to happen for peace to occur?
- *Miss Saigon* addresses the issue of refugees from tyranny. Locate newspaper stories about refugees in our country and others. Where do the refugees want to go? How will they survive in a new country?
- The Engineer sings about the American Dream. Create a collage of pictures and words from the newspaper that exemplify your version of the American Dream. Compare your collage with those of other students.
- The authors of Miss Saigon were inspired to write the show after they saw a news photograph of a Vietnamese mother being separated from her child. Find a photograph in the newspaper that interests you. Make up a story that could be the basis of a play based on the photograph. Do a dramatic improvisation by acting out the story.

My Fair Lady

This revival of one of the most famous musicals in American Theatre history has music by Frederic Loewe and lyrics by Alan Jay Lerner. *My Fair Lady* was based on George Bernard Shaw's play *Pygmalion*, which was inspired by the legend of Pygmalion, a sculptor who fell in love with Galatea, a statue he created. *My Fair Lady* tells the story of Henry Higgins (the Pygmalion figure) who is a phonetics expert. He discovers his Galatea in the streets of London in the form of a disheveled Cockney flower girl named Eliza Doolittle. He proceeds to teach her to speak correctly and supervises her transformation into a lady. He then unexpectedly falls in love with his "creation" only to discover she has a mind of her own. The play opened originally in 1956 and ran for 2,717 performances. (Available on videocassette, audiocassette and CD.)

Think and Discuss

Here are points for discussion after students have experienced the play.

- When Eliza Doolittle triumphs over Henry Higgins, she represents underdogs everywhere who dream of ending up on top. Can you find a story in your newspaper that relates the triumph, however small, of an underdog? Can you find a story about a woman making an unexpected advance?

The Newspaper Connection

To the Teacher: Eliza's story in *My Fair Lady* is one of determination and hard work. She recognizes she has no future as a flower girl and seeks out Henry Higgins to teach her to speak properly so she can earn a better living.

Education is the key to Eliza's growth. Ask students to give examples of people they know who used education to achieve goals.

Introducing the activity. Ask students to think of a time when they became better in some way because of something they learned. What was the situation? A course at school? Private lessons of some kind?

Newspaper Activity

1. Think of some ways you would like to improve yourself. List what you would like to change about yourself. Then list something about which you would like to learn more.
2. Look through the newspaper for news stories and advertisements that would help you accomplish your goal. List the places you could go or the products you would use next to the items on your goal list.
3. Write a description of your "new" self.

Additional Activities

- Higgins uses language as the primary way to improve Eliza. Why are we judged by the way we use language? Is this judgment a fair way to assess a person's worth?
- Higgins is convinced that with education he can transform Eliza's life. Can you find stories in your newspaper about individuals trying to transform their lives through education?
- Compare language samples from different parts of the newspaper — a news story, a feature story and a sports story. How are they different? Which language is more informal? Why do you think language varies among parts of the same newspaper?

The Phantom of the Opera

This gothic-horror tale concerns a man whose life has been transformed by a physical deformity and who lives under the Paris Opera House. The show traces his growing obsession for a young soprano. The show opened in London in 1986 and on Broadway in 1988. The Gaston Leroux novel on which the show is based, *Le Fantone de l'opera*, was written in 1911 and has been the source for seven films. The Andrew Lloyd Webber version, under the direction of Hal Prince, is heightened by a sense of secrecy, menace and sensuality. Its power comes from a strong undercurrent of tension and eroticism as the Phantom attempts to reach for love. Music is by Andrew Lloyd Webber, lyrics are by Charles Hart and Richard Stilgoe. (Available on audiocassette and CD.)

Think and Discuss

Here are points for discussion after students have experienced the play.

- The Phantom's behavior is largely shaped by his deformed appearance, which sets him apart from others. How does our society treat people who look "different"? How do we treat others who are disabled? Look for newspaper stories that deal with individuals who have suffered from such problems or look for stories about societal efforts to improve our responsiveness to their problems.
- In earlier centuries, those who were physically scarred or disabled were set apart, as the Phantom was in his cavern beneath the opera house. Do we still do this to individuals who are disabled today?
- Many hostile acts are performed by individuals in a misguided attempt to make human connections. Find a story about such an incident.

The Newspaper Connection

To the teacher. The Phantom of the Opera is popular as a love story as well as a horror tale. The Phantom lived in a time when disfigured people were considered "freaks." No consideration was given to the mental anguish they suffered over their disfigurement or to the anger they might feel toward people who feared and mocked them. The situation has improved. Reconstructive surgery can correct many physical abnormalities. Mental health services assist individuals in coping with anger.

Introducing the activity. Ask students to think of a time when they were treated unfairly because they were perceived as being different. How did they feel? What are some ways people respond to being ridiculed or rejected because they are different from others?

Newspaper Activity

1. Situations and events today may cause some individuals to lash out angrily at others in violent ways. List some societal or personal situations you think might lead some people to behave violently.
2. Look through the newspaper to locate community health or governmental services that are attempting to address these situations.
3. Look for community groups that provide education to help people learn to deal with anger in nonviolent ways.
4. What suggestions would you give to government officials to reduce violence in your community?

Additional Activity

- There have been several film versions of the Gaston Leroux novel. View one of the films and compare it to Andrew Lloyd Webber's musical. How are the two Phantoms similar? How are they different? Compare the relationship between the Phantom and Christine in the two versions. Which interpretation of the novel do you like best? Why?

The Sisters Rosensweig

Wendy Wasserstein's new play, a comedy with serious undertones, depicts the reunion in London of three American sisters — an international banker, a travel writer, and a wife and mother who's a professional dispenser of advice. Gathering to celebrate a birthday, the characters in the play explore their own feelings about their ethnic heritage.

Think and Discuss

Here are points for discussion after students have experienced the play.

- Anti-semitism, prejudice against Jews, is a theme in *The Sisters Rosensweig.* What is the cost of such discrimination to those who practice it and those who are its victims?
- What are some common stereotypes in our society? How do the stereotypes develop?

The Newspaper Connection

To the teacher. Newspapers provide a picture of the way a community deals with diversity. In some areas, members of minority groups are the victims of hate crimes. In other areas, community members from various backgrounds work together to lessen ethnic or racial tensions.

Introducing the activity: Have students talk about their own ethnic backgrounds. What are their opinions of the stereotypes directed at these groups?

Newspaper Activity

1. Collect and read news stories about ethnic differences or conflicts from different parts of the world. Compile the information on a chart like the one below.

Part of the world	What ethnic groups are involved?	What is the source of the conflict?

2. Compare the basis for the conflicts. In what ways are the conflicts similar?
3. Locate news stories about parts of the world where different ethnic groups live in peace. Why have some groups been able to settle differences while others are still in conflict?

Additional Activities

- Locate news stories about the part of the world from which your ancestors came. Is there any conflict in that area? What else is happening there?
- Locate news stories about local groups that are trying to strengthen the appreciation of cultural diversity in their communities. How are they achieving this? How could you help make a difference in your community?

The Who's Tommy

This new theatrical version of The Who's concept album of the rock opera by Peter Townshend relates the story of a young man, Tommy Walker. Tommy withdraws from life after a traumatic childhood experience leaves him deaf, blind and unable to talk, only to emerge as an unwilling hero and almost a messiah, the Pinball Wizard, who must live up to the demanding expectations of his adoring public. The stagecraft employed in bringing *Tommy* to the stage is dazzling.

Tommy marks an exciting success at bringing rock music into the Broadway theatre. (Available on audiocassette and CD.)

Think and Discuss

Here are points for discussion after students have experienced the play.

- *Tommy* is a parable of innocence and disillusionment. What is a parable? Write a parable based on a real story that interests you from the pages of your newspaper. (Note to teacher: a parable is a short fictitious story that illustrates a moral attitude or a religious principle.)
- Pinball in *Tommy* is a metaphor for rock and roll. Tommy's condition of deafness, muteness and blindness is a metaphor for teenage rebellion. What is a metaphor? Why do authors use metaphors? Look through your newspaper and make a list of activities, pursuits, human experiences, cultural trends and art forms. Suggest metaphors for each of them. (Note to teacher: a metaphor is a figure of speech in which one word or phrase literally

denoting one kind of object is used in place of another to suggest an analogy between them.)

- Tommy is a victim of child abuse by his Uncle Ernie. What does the way a society treats its children tell us about the society?

The Newspaper Connection

To the teacher. There are a number of issues in *Tommy* that can be found in newspaper stories: child abuse, dysfunctional families, children with emotional problems and problems of fame.

Introducing the activity: Have students name several famous entertainers. Ask them to explain why these individuals are famous. What constitutes fame? Discuss with them what they perceive as the benefits and drawbacks of fame.

Newspaper Activity

1. Collect and read several news stories about celebrities. Why are the

Celebrity	In what field is the individual famous?	What is the topic of the story?

celebrities in the newspaper? Compile your information on a chart like e one below.

2. Look at the information on your chart. How many stories are about a celebrity's personal life? How many are about the celebrity's financial or business activities? How many are about the celebrity's performance?
3. What do the stories indicate about what readers want to know about famous people? What does the news coverage say about our culture?
4. Locate a news story about someone you would consider heroic. Explain why you consider that person a hero.
5. What is the difference between a hero and a celebrity? Which one does society value more?

Additional Activity

- Tommy becomes as popular as a rock star until his audience turns on him. As a celebrity, he is controlled by his audience. Look in the newspaper for stories about celebrities and their fans. To what extent are celebrities controlled by their fans?

THE *Will Rogers* FOLLIES *A Life in Revue*

The Will Rogers Follies

The 1991 Tony Award-winner for best musical relates the life of American humorist Will Rogers, interwoven with the Follies. The book is by Peter Stone, the lyrics by Betty Comden and Adolph Green, and the music by Cy Coleman. Will Rogers was a famous performer and author who grew up on an Oklahoma ranch. As a vaudeville performer, he interjected lasso routines between his dryly humorous remarks about current events and was noted for his homespun, yet quick, wit. Since he was also a newspaper columnist, he actually communicated through theatre and the press. (Available on audiocassette and CD.)

Think and Discuss

- Read the columns on the editorial page of your newspaper. Which authors are humorists? Who are some of the targets of their humorous

observations?

- Create a character who is also a columnist and who is your age and typical of your region of the country. Write a humorous column about a current event on the national or local scene, as if you were that character.

The Newspaper Connection

To the teacher. Newspaper opinion columns and editorial cartoons criticize political situations and modern life in a humorous way. Many comic strips also have a sociological or political orientation. You may want to collect several columns or comic strips over time as examples for students. The newspaper activity described here uses comic strips; the same activity could be used with columns by humorists.

Introducing the activity Ask students to name their favorite comic strips. Have them explain why they like those strips. Do the strips reflect human nature? Do the strips reflect issues important to society?

Newspaper Activity

1. Collect three comic strips about modern problems or political issues.
2. The humor in the comic strips often exaggerates real attitudes or situations. What is the point of each of your comic strips?
3. Explain how the comic strips imply criticism of an attitude or situation. Do you agree or disagree with each comic strip's premise? Why ?

Additional Activity

- Look at the cartoon on the editorial page and comic strips on the comic page that deal with political content (such as Garry Trudeau's *Doonesbury).* What is the power of humor as an element of expression in a political context?

Classic Broadway

This section contains examples of past plays and musicals that address political or social issues. Activities are provided for three shows — *Driving Miss Daisy*, *Fiddler on the Roof* and *Porgy and Bess*. Additional plays are described briefly.

Driving Miss Daisy

Driving Miss Daisy was written by Alfred Uhry and presented off Broadway in 1987. The show takes place between 1948 and 1973, mostly in Atlanta. The main characters are Daisy Werthan, a widow who is 72 years old when we meet her; her chauffeur, Hoke Coleburn, an African-American man who is 60 when we meet him; and Miss Daisy's son, Boolie Werthan, who is 40 when we meet him. The Werthans are Jewish, although Boolie and his wife go to some lengths to hide their religious background. At the beginning of the play, Miss Daisy has a car crash, which causes her son to insist she hire a chauffeur. Although she refuses to use his services at first, eventually Miss Daisy and Hoke become close friends. Their growing understanding of each other and their respective heritages is the essence of this play.

Think and Discuss

- Early in the play, Miss Daisy discovers that Hoke can't read. Why do you think illiteracy is such a problem in America? What efforts are being made in your community to increase literacy?
- Miss Daisy and Hoke are different in race, ethnic background, gender and socioeconomic level; yet they move beyond cultural stereotypes to understand and respect each other. What stereotypes are common in your community? How much truth is there in these stereotypes? How can people learn to dissolve the social and personal barriers caused by stereotypical thinking?

The Newspaper Connection

To the teacher: The newspaper contains numerous sources for learning about the elderly. News stories identify financial or political problems facing senior citizens. Feature stories describe their activities and contributions to the community. There are often special columns or sections dedicated to seniors' financial and health concerns, grandparenting and lifestyles.

Introducing the activity. Ask students to discuss the benefits of being the age they are now. How is life better than when they were younger. What do they think is the best age and why? Have them speculate about how life will be different for them when they are in their 70s.

Newspaper Activity

1. Miss Daisy is distressed when she has to give up her independence and rely on Hoke to drive her around. Find news stories or advertisements for five products or services that help older individuals maintain their independence. Explain how each product or service contributes to that independence.
2. The population of America is growing older. Find news stories about problems facing the elderly. Find news stories or advertisements in the newspaper that show the benefits of being a senior citizen. Create a collage using your clippings.

3. Interview a family member or friend who is older than 70. Ask him or her to discuss how life as a senior citizen is different from what was expected when he or she was your age.

Additional Activity

- There are examples of ethnic and racial violence in local communities and around the world. There are also groups and organizations that work to reduce violence. Find examples in the newspaper of local, national and international groups working to encourage unity among peoples. Track the activities of each group by collecting news stories about them in a scrapbook.

Fiddler on the Roof

Fiddler on the Roof, which is based on the stories of the great Yiddish author Sholem Aleichem, opened on Broadway in 1964 and ran for 1,508 performances. It has lyrics by Sheldon Harnick, music by Jerry Bock and book by Joseph Stein. The show portrays the lives of Tevye, a simple dairyman and his family — his wife Golde and three daughters, Tzeitel, Hodel and Chava — as they struggle to exist as impoverished Jews in czarist Russia. It deals with poverty, persecution and the challenge of holding on to time-honored traditions in a changing world. The show depicts the efforts of Tevye and his fellow villagers to put down roots in a land where they have none and from which they are eventually forced to flee. The plight of the villagers of Anatevka is told with humor and love; it is a tale so universal that audiences of every age, and ethnic and cultural background have identified with it. (Available on videocassette, audio cassette and CD.)

Think and Discuss

Here are points for discussion after students have experienced the play.

- *Fiddler* is largely about tradition. What is tradition? What is its role in keeping societies intact? Do you think tradition has a place in contemporary American life? Why? Why not? Look for examples of stories about traditions being destroyed in the name of progress.
- Tevye and his family are the victims of religious prejudice. What are the causes of religious prejudice? Can you find news reports of events happening in the world today that have religious prejudice as one of their causes?
- Tevye and his family are largely ruled by superstition. Do you believe in superstition? What are some superstitions still held by people today?

The Newspaper Connection

To the teacher: Tevye endures frustration and stress caused by the many changes he faces — in his personal life, in the traditions of his culture and in the political situation in his country. Newspapers chronicle changes we all encounter in our society — in government, people and forces of nature, to name a few. Feature stories tell about changes in fashion, lifestyle and the arts. Sports stories record the fluctuations in the status of high school, collegiate, community and professional sports. Advertisements illustrate changes in lifestyle, fashion and technology.

Introducing the activity. Ask students to comment on changes they've experienced in recent years — changes at their school, in fashion or in music. Have them determine whether the changes were good or bad and why.

Newspaper Activity

1. Use news stories, feature stories and advertisements to locate different kinds of changes in the world. Indicate whether you think the changes are positive or negative. Explain why on a chart like the one that follows.

A change in...	Is it positive or negative?	Why?
Government		
Fashion		
People's attitudes		
Technology		
Traditions		

2. Locate an example of change in the newspaper that will directly affect you. Describe the change.
3. What will you have to do to adjust to the change?
4. Describe some ways people try to alter or deter changes they do not like.

Additional Activities

- Tevye and his family are forced to become immigrants in America. Find stories in the newspaper about immigrants to America in 1993. Why are the immigrants coming to this country? What special challenges will they face?
- Gossip plays an important role in the life of Anatevka. What differentiates news from gossip? Where can you find examples of gossip in contemporary media?
- Perchik, one of Tevye's sons-in-law, is a revolutionary. He tries to fight the oppression of his people. Find a story in the newspaper about contemporary revolutionaries. Where does the story take place? What are the objectives of the revolutionaries. Do you agree or disagree with their mission? Why?

Porgy and Bess

Porgy and Bess, which opened on Broadway in 1935, was written by George and Ira Gershwin and DuBose Heyward. Based on Heyward's novel *Porgy*, the opera was a brilliant realization of George Gershwin's desire to create an opera, in English about American characters, that would meld American folk, musical and theatrical conventions into a well-crafted and highly accessible musical drama. *Porgy and Bess* is set in a black slum in Charleston, S.C. This slum, a fishing community called Catfish Row, is self-contained, supportive and determined to survive. Life is a struggle against natural and man-made perils, but it goes on.

The opera relates the short, but meaningful, relationship of Porgy and Bess and the triumph of Porgy's spirit over poverty, corruption, discrimination, ill health and loss. Porgy, a man who is unable to walk, is the soul of the opera. He is loyal, generous, decent, community-minded, devout and, at times, almost mystical. He is lonely and longing for love. Crown, a strong, conflicted man with whom Bess has a relationship, kills Robbins, another member of the Catfish Row community, in a drunken, drug-induced rage. Bess sends Crown into hiding, but no one will take Bess in except Porgy. With his help, she begins to win a place in the community. Bess goes to a picnic on Kittiwah Island without Porgy. Crown is hiding on the island and assaults Bess, who is nursed back to health by Porgy. During a raging storm, Crown appears and begins to shove Porgy. He is interrupted when the storm destroys a boat carrying Jake, one of the residents of Catfish Row. However, later he returns, and Porgy kills him to protect Bess. When Porgy is taken to the police station, Bess, afraid he will not come back, takes drugs from the pusher Sportin' Life and leaves with him for New York. When Porgy returns, he sets off to find Bess in New York. Thus, the tragic cycle of events is set in motion by the presence of drugs in the community, leading to Crown's murder of Robbins and ending with drugs being used to lure Bess away from Porgy. However, Porgy will not let the odds against finding Bess in New York stop him from striving to retrieve her.

Porgy and Bess was broadcast recently on the PBS Great Performances series in an exciting new production directed by Trevor Nunn. In this new production the contemporary resonance of the piece as a study of a community invaded by the sinister impact of drugs from the

alien urban North is strikingly clear. It includes a moment when the pusher Sportin' Life is about to sell drugs to school children. At the end of this production, Porgy throws aside his crutches as if to say that "determination and self-belief can ascend into the realm of miracle," according to Trevor Nunn. (Available on audiocassette and CD)

Think and Discuss

Here are points for discussion after students have experienced the play.

- The citizens of Catfish Row have a strongly developed sense of community that pulls them through in times of trouble.
- A member of the Catfish Row community, Sportin' Life is willing to exploit his own neighbors by turning them on to drugs or "Happy dust." What societal conditions contribute to drug use in a society? How can the community help combat drug dealing and related crimes?

The Newspaper Connection

To the teacher: Your local newspaper is a daily source of information about the ways individuals and organizations support community members. You will find news stories about individuals who make a difference in the community and groups that provide support and services for others. The newspaper also may carry listings of organizations looking for volunteers and schedules of community events.

Introducing the activity. Ask students to name communitywide events or activities they've attended, such as parades, festivals, holiday celebrations. Have them explain how these events helped them feel that they were an integral part of the community.

Newspaper Activity

1. How do the citizens of your city or town demonstrate a strong sense of community? Locate several organizations or programs in the newspaper that contribute to community spirit. Select one that you would like to be a part of and explain why.
2. Create a newspaper travel advertisement encouraging people to visit your community. Use community spirit as the main focus of your ad.
3. Collect news stories about events or activities in the newspaper that show how your community honors its heritage, culture or people. Display the clippings on a "Community Pride" bulletin board.

Additional Activities

- In *Porgy and Bess* it is important to Porgy to be a self-sufficient man. How independent are you? Locate goods or services in the newspaper that would help you become even more independent. List them and explain how they would help you.
- Locate an individual in the newspaper who shares many of Porgy's positive traits. Explain why you selected that person — how are Porgy and the individual similar?
- The community Catfish Row is subject to the force of nature because it is next to the sea. Find examples of natural disasters and how they affected the lives of people in their path. Investigate the current status of communities hit by recent disasters such as hurricanes, floods and fires.
- The citizens of Catfish Row depend heavily on their religious beliefs for sustenance. Locate information about church services or religious organizations in your newspaper. What kind of support do religious groups provide in your community?

Additional plays

The Adding Machine
A study of the impact of automation on human existence.

A Few Good Men
The story of a trial involving an apparent murder on a Marine base.

Are You Now or Have Your Ever Been?
A play based on the House Un-American Activities Committee hearings of the 1950s.

Assassins
A musical examination of the psyche of the American assassin.

Blues for Mr. Charlie
A caustic black man, who was a junkie up North but has kicked the habit, returns to his parochial Southern town and infuriates one person too many.

Brighton Beach Memoirs
A touching play about Neil Simon's youth.

Cabaret
A study of the social disintegration of pre-Nazi Germany based on John Van Druten's novel, *I Am a Camera*.

Chicago
A musical that describes the sensational murder trials in the '20s involving female murderers. A study of the corrupting power of the press.

The Colored Museum
A unique look at events in black history.

The Crucible
A play about the witch trials in Salem, which is a metaphorical treatment of the impact of the McCarthy era on American society.

Death of a Salesman
A haunting portrait of the disintegration of an American family built around a father's false sense of values.

The Diary of Anne Frank
The story of a young Jewish girl who must live in hiding from the Nazis in Holland during World War II.

Execution of Justice
A sensational story of the murder of San Francisco mayor George Moscone and Supervisor Harvey Milk by former supervisor Dan White that takes place during White's trial.

Fences
A play about a former star in the Negro Baseball League, who has become a garbageman, and his family.

Fiorello
A musical that relates the life of New York's colorful mayor, Fiorello H. Laguardia.

The Glass Menagerie
A play of complex family relationships among the three members of the Wingfield family: Amanda, the mother; Tony, the brother; and Laura, the crippled sister, who is the heart of this beautiful story.

The Great White Hope
The play picks up the story of the first black heavyweight champion, Jack Johnson, the day after he wins the title and follows his life until the day he loses it.

Gypsy
A musical version of the life of Gypsy Rose Lee, the famous striptease dancer, and her Mama, Rose.

Hair
The great rock musical fable that depicts the hippie culture at its zenith. It traces the odyssey of a young man drafted to serve in Vietnam.

Into the Woods
A musical that uses familiar fairy tales to examine the issue of adults' responsibilities to children.

I Remember Mama
A tender story of a Norwegian family's struggles in America.

The King and I
The classic retelling of an English woman's adventures in the court of the King of Siam in the 1860s.

Lost in the Stars
A musical depicting the racial struggle in South Africa.

Ma Rainey's Black Bottom
The setting is a recording studio in Chicago in 1927 during a recording session by the jazz great Ma Rainey. The theme is racism.

M. Butterfly
A compelling study of self-deception, sexual identity and the clash between Eastern and Western cultures.

Medal of Honor Rag

In an army hospital, two very dissimilar men confront one another in a verbal sparring match. One is a psychiatrist; the other a black serviceman nearly destroyed by his Vietnam experience.

No Place to Be Somebody

The owner and tender of a bar in a black neighborhood has plans for making it big in this Black black-comedy.

The Normal Heart

A searing drama about the public and private indifference to AIDS and one man's lonely fight to wake the world up to the crisis.

Of Thee I Sing

The classic musical satire about presidential campaigns and politics.

Our Town

The look at traditional family life in a small town in America, Grover's Corners.

Painting Churches

A portrait of a pair of aging parents who live on Beacon Hill in Boston and their artist daughter.

A Raisin in the Sun

The struggle of three generations of a black family in dealing with the harshness of the world around them.

Runaways

A musical based on the actual experiences of adolescent runaways.

1776

An exciting musical retelling of the story of the signing of the Declaration of Independence.

Showboat

The famous musical based on Edna Ferber's classic novel about life and prejudice on the Mississippi River showboats.

The Skin of Our Teeth

A satire of the extraordinary adventures of the Antrobus family from the ice age to contemporary times.

Someone to Watch Over Me

A drama about the hostage experience.

South Pacific

A classic musical based on James Michener's *Tales of the South Pacific*, which relates a series of incidents during World War II. A study of prejudice and the power of love to overcome it.

Torch Song Trilogy

Three short plays that create a memorable portrait of the gay experience in America.

West Side Story

The classic musical adaptation of Shakepeare's *Romeo and Juliet*, which relates the struggle of romantic love against societal restrictions.

Who's Afraid of Virginia Woolf

A scathingly brilliant examination of the relationships of two married couples who live in a college town.

Working

A musical based on Studs Terkel's book about blue-color working people in America.

You Can't Take It With You

A hilarious look at a large, eccentric family.

Stagecraft

Theatre Jargon

Actor-proof —to make a great part, with lines so sure-fire no actor can possibly fail in the role.

Ad lib — making up lines not originally written. Usually this is an emergency measure taken when one is left alone on stage waiting for another actor who has failed to enter, when other actors have forgotten their lines or when one has forgotten one's own lines.

Angel — anyone who invests in a theatrical production.

Blockbuster — a major theatrical success signaled by tremendous lines of paying customers at the box office.

Boffo — a lesser level of success at the box office, meaning business is very good.

Bomb — a failure, or a show that "blew up" in production.

Break a leg! — a superstitious good luck wish exchanged by actors, who never, never use the words "good luck."

Chairwarmer — an unresponsive member of the audience.

Dead — a description of a prop, a scenic piece, etc., which has been used but is no longer needed until the next performance.

Gypsy — a chorus member or dancer who travels from show to show or town to town.

Lobsterscope — an optical effects machine used to simulate slow-motion running or some other effect with flickering light; it consists of a slotted disc rotated in front of a lighting unit.

Moon box — an optical effects machine used to simulate the moon; a container holding a lamp is moved on lines behind a transparent drop.

Macbeth trap — a trapdoor in the stage floor with an elevator, used for such purposes as the appearance of a ghost.

Proscenium arch — the framing arch through which, in most modern theaters, the stage setting is revealed to the audience.

Rain machine — a container (**rain box** or **rain drum**) of wood or metal that can be tilted or turned so dried peas or beans, or small pieces of metal, are rolled about inside to simulate the sound of rain.

The road — the territory of the United States outside the New York metropolitan area traveled by shows, especially theatrical companies.

Shtick — a little piece of business, usually tried and true, that is put into a scene to enhance the moment.

Sticks Nix Hick Pix — a famous *Variety* headline proclaiming that rural audiences were no longer interested in seeing corny plots.

Throw me the line — an expression used by an actor asking for a cue.

Tony — the nickname for the award given annually by the American Theatre Wing for outstanding contributions to the theatre; named for Antoinette Perry, an American actress, manager and producer who died in 1946.

Whistling in the dressing room — superstitious actors believe this signals a disastrous failure.

Who's got the wienie? — refers to the object that helps to trigger the action of the play, the object everyone is fighting over; the wienie is something that can be carried, thrown or easily hidden, such as the handkerchief in *Othello*.

Resources

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Other Resources

"Broadway Presents" — Publication of The League of American Theatres and Producers, Inc. highlighting current happenings on Broadway and in theatres around the country.

Drama Book Shop — A major supplier of theatre books since 1923. Books on film, television, dance, theatre and all forms of the performing arts. Mail order department, 723 7th Ave., New York, NY 10019.

Dramatist Play Service — 440 Park Ave. S. New York, NY 10016. Catalog of plays, musicals, children's plays, etc.

Fireside Theatre — A theatre book-by-mail club. 6550 E. 30th St., P.O. Box 6372, Indianapolis, IN 46206-6372.

Samuel French — 25 W. 45th St., New York, NY 10010. Catalog of plays, musicals, children's plays, etc.

Music Theatre International — 545 Eighth Ave.. New York, NY 10016. A major licenser of musical theatre and supplier of scripts and musical scores. Catalog of musicals, children's plays, printed study guides, electronic aids such as video seminars with creators or musicals, production videos, and piano rehearsal accompaniment on MIDI computer disks. Free catalog available from MTI Theatrical Resources, Music Theatre International, 545 8th St., New York, NY, 10018. Telephone: 212-868-6668; Fax: 212-643-8465.

Triton Gallery — Excellent source for Broadway Theatre posters, 323 W. 45th St., New York, NY 10036.

Periodicals

American Theatre — Monthly magazine featuring comprehensive coverage of all aspects of theatre. Includes six full-length plays a year. TCG 355 Lexington Ave.. New York, NY 10017.

Backstage — A service weekly for the entertainment industry. 330 W. 42nd St., New York, NY 10036.

Theatre Week — A weekly magazine reporting on theatre in New York and around the country. 28 W. 25th St., 4th Floor, New York, NY 10010.

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Update — Quarterly newsletter on Newspaper in Education and newspaper literacy programs. NAA Foundation, 11600 Sunrise Valley Drive, Reston, VA 22091.